Introduction to Project SUCCESS

www.projectsuccessindiana.com
Agenda

• What is Project SUCCESS?
• Transition of the Alternate Assessment (ISTAR) and Alternate Standards-Content Connectors
• Project SUCCESS Resources
  • Content Connectors
  • Posters-Aligned Standards
  • LASSIS and MASSIS
  • Project SUCCESS Community
  • Core Vocabulary
• Project SUCCESS Best Practice
• Next Steps
Learning Objectives

Attendees will be able to...

• Explain the role and support of Project SUCCESS.

• Understand how Content Connectors are aligned to Indiana State Standards and how they guide classroom instruction.

• Identify Project SUCCESS Resources and how they can impact classroom instruction.

• Discuss best practice for teachers who administer ISTAR

• Determine next steps and where to begin
Join the Conversation

Poll Everywhere

• Text: 37607
• Message: MEREDITHKEED891
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
Voices from the Field: Avon Community High School
Kimberly Lobsosky, SLP
Candace Fugate, Special Educator

https://youtu.be/e13OxUE-Rm0
Indiana Resource Network

The Indiana Resource Network (IRN) is made possible by the Indiana Department of Education’s (IDOE) special education grants. It is comprised of centers that provide targeted, comprehensive support to schools across the state to improve teaching and learning.
Project SUCCESS
Impact on Indiana

What We Do

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local capacity to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. Project SUCCESS is part of the Indiana Resource Network and strives to support teams of teachers and administrators in Indiana as they work to implement academic standards into instruction for students with disabilities.

www.projectsuccessindiana.com
State, Regional, District Level Needs Identified

Universal Supports
- Summer Institute
- On-site Professional Development
- Webinars
- State Conference
- Online Tools and Resources

Targeted Supports
- Technical Assistance
- Unique Professional Development
<table>
<thead>
<tr>
<th><strong>Summer Institute</strong></th>
<th>Regional Summer Trainings, Guest Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-site Professional Development</strong></td>
<td>Project SUCCESS provides targeted PD to individual districts and special education cooperatives.</td>
</tr>
<tr>
<td><strong>Webinars</strong></td>
<td>Past monthly WebEx Topics: Content Connectors, ISTAR Update, Classroom Formative Assessments and Open Office Hours</td>
</tr>
<tr>
<td><strong>State Conference</strong></td>
<td>Presented and Co-hosted the PATINS Fall Conference, as well as presented with a panel at the National CEC Conference</td>
</tr>
<tr>
<td><strong>Unique Professional Development</strong></td>
<td>Targeted for district need: locally designed assessments, unpacking Content Connectors</td>
</tr>
<tr>
<td><strong>Technical Assistance</strong></td>
<td>Targeted for unique needs of districts/cooperatives, PD and classroom coaching</td>
</tr>
<tr>
<td><strong>Online Tools and Resources</strong></td>
<td>Website, parent letter, aligned Content Connectors, LASSIS and MASSIS</td>
</tr>
</tbody>
</table>
Indiana's Alternate Assessment Evolution

**Prior to 2014-15**
- First alternate assessment in Indiana was in 1998.
- Functional Standards
- Teacher rated
- Growth based

**2014-2015**
- NCSC (ELA/Math)
- Alternate Achievement Standards (Core Content Connectors)
- Student Response
- Achievement based on standards

**2015 and Beyond**
- ISTAR: Indiana Standards Tools for Alternate Reporting
- Alternate Achievement Standards (Content Connectors)
- Student Response
- Academics- ELA, Math, Social Studies, and Science
- 3 windows-Fall, Winter and Spring
- 3 Tiers- Levels of Complexity
- Multiple Choice online test platform

http://www.doe.in.gov/assessment/alternate-assessments
Do You Work With Students with Disabilities?

The Office of Special Education has received guidance from the U.S. Department of Education.

US Department of Education, November 16, 2015 Dear Colleague Letter
Key Messages

Shared Responsibility
High Expectations
Meaningful Access
Grade Level Standards

High Expectations = Increased Outcomes
"If our children are not included in the regular classroom and excluded from the school community, why should we expect them to be included in the community that follows - LIFE."

*DeeAnne Cantley Feulner mother of a son with Down Syndrome*
Resources

• Website: www.projectsuccessindiana.com
• Content Connectors-Alternate Standards
• Aligned Content Connector Posters
• Project SUCCESS Community
• LASSIS and MASSIS
• ‘Are You Balanced?’ Activity
• Core Vocabulary
Project SUCCESS Website

www.projectsuccessindiana.com

Indiana Department Of Education

Home | Who We Are | Resources | Events | Trending Now | Contact Us | Login

Upcoming Events

2016-08-30: Project Success Training - School City of Hammond
2016-08-31: Project Success Training - Marion Community Schools

What We Do

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local capacity to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary
Content Connectors or Alternate Standards

Content Connectors are simplified from the Indiana State Standards.

Identify priorities in each content area to guide instruction of students with significant needs and for the ISTAR Assessment.

Content Areas: English Language Arts, Math, Science and Social Studies.

*Highlight the necessary knowledge and skills within the Indiana State Standards, in order for students to reach the learning targets at each grade level.
<table>
<thead>
<tr>
<th>Indiana Academic Standard for Grade 3 Mathematics 2014</th>
<th>Content Connectors</th>
<th>Part</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Sense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.</td>
<td>Read, demonstrate, and write whole numbers up to 200.</td>
<td>Y Y Y</td>
</tr>
<tr>
<td>3.NS.2: Compare two whole numbers up to 10,000 using &gt;, =, and &lt; symbols.</td>
<td>Compare two whole numbers up to 200 using symbols and words (tier two to 50)</td>
<td>Y Y Y</td>
</tr>
<tr>
<td>3.NS.3: Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]</td>
<td>Identify the number of shaded parts (numerator) of a given representation (rectangles and circles).</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Identify the total number of parts (denominator) of a given representation (rectangles and circles).</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds).</td>
<td>Y</td>
</tr>
</tbody>
</table>
# English Language Arts: Non-Fiction

## Grade 3

**3.RN.1.a.1**

Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## Grade 4

**4.RN.1.a.1**

Refer to details and examples in a text when explaining what the text says explicitly.

**4.RN.2.1.a.2**

Refer to details and examples in a text when drawing inferences from the text.

## Grade 5

**5.RN.2.2.a.1**

Quote accurately from a text when explaining what the text says explicitly.

**5.RN.2.2.a.2**

Quote accurately from a text to support inferences.

## Grade 6

**6.RN.2.1.a.1**

Use specific details from the text to support inferences.

**6.RN.2.2.a.1**

Determine how a central idea of a text is conveyed through particular details.
How could Content Connectors be useful for the following tasks?

<table>
<thead>
<tr>
<th>Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td></td>
</tr>
<tr>
<td>Developing and Writing Goals</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Where Do I Begin???

- Implement a LASSI or a MASSI
- Complete the ‘Are you Balanced’ Activity
- Implement Academic Vocabulary in Daily Lessons
- Include Important and Critical Content Connectors in Lesson Plans
- Use Project SUCCESS Community to Connect with Teachers State-Wide
- Join Project SUCCESS Webinars
- Implement CORE Vocabulary Strategies
LASSIS: Language Arts Sample Systematic Instruction Script

**Key Text:** Excerpt from *Because of Winn Dixie*

**Grade Band:** Elementary (Grades 3-5)

**Focus:** Building Understanding of Words and Stories

| Topic          | Content Connectors                                                                                                                                                                                                 | Indiana Academic Standards                                                                                                                                                                                                 | Essential Understanding                                                                                             | Objectives                                                                                     |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Word Studies   | 3.RV.2.1: Use context clues and text features to determine the meanings of unknown words.                                                                                                                        | 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.                                          | Identify frequently used nouns, THEN Identify high frequency words.                                                | 1. identify and define key words related to the story.                                                            |
|                | 4.RV.2.1: Use context clues and text features to determine the meaning of unknown words.                                                                                                                        | 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. | Identify frequently used words (e.g., EDL 2 or 3), THEN Identify second, third, and fourth grade words.                                                          |                                                                                                                                                      |
## BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

**Objective:** Identify and define key words related to the story. (See materials for vocabulary and pictures)

**INTRODUCE TEXT** (i.e., attention getter activity) Show a picture of several pets (you may have students bring pictures of their pets). Ask students how they got their pet. Show the book *Because of Winn Dixie*. **We are going to be reading a book about a pet that has a funny name.**

<table>
<thead>
<tr>
<th>Step</th>
<th>Teacher Says/Does</th>
<th>Student Response</th>
<th>Corresponding teacher materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Find the title of our book.</td>
<td>Points to title. (Teacher reads title. If student needs help, use LIP.) <strong>REMEMBER TO PRAISE EACH CORRECT RESPONSE!!!!!!!</strong></td>
<td>![Image]</td>
</tr>
<tr>
<td>2.</td>
<td>Find the author of our book. The author is the person who wrote our story.</td>
<td>Points to author. (Teacher reads author’s name. If student needs help, use LIP.)</td>
<td>![Image]</td>
</tr>
<tr>
<td>3.</td>
<td>What kind of pet is our book about? Let the title and picture help you.</td>
<td>Communicates “dog”. (Give student 4 pictures or objects; if does not point to “dog”, use LIP and point to dog on book cover.)</td>
<td>![Image]</td>
</tr>
<tr>
<td>4.</td>
<td>A character is a person in a story. Listen while I read the first two sentences of our first chapter. (Read 1st two sentences). “Who” asks for the name of a character. Who is the character in our story?</td>
<td>Selects Opal. (Option: Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text. Also remind student “who” asks for a person’s name. <strong>Option:</strong> Use examples/non-examples of characters/not characters.</td>
<td>![Image]</td>
</tr>
<tr>
<td>5.</td>
<td>Sometimes a character can be an animal. Another character in our story is Winn Dixie. Who is Winn Dixie?</td>
<td>Communicates “dog”. (Give student 4 pictures or objects; if does not point to “dog”, use LIP and point to dog on book cover.)</td>
<td>![Image]</td>
</tr>
</tbody>
</table>
Are you Balanced?

- We are going to take 10 minutes to work through the activity.
- Use your schedule from last school year.

Questions:
- Are your tasks balanced?
- Which is heavier?
Are You Balanced Activity: Things to Remember

- Making sure there are approximately equal amounts of academic and functional activities
- Balancing the activities throughout a.m. and p.m.
- Balancing time with teacher and time with instructional aides
## Sample Life Skills Classroom Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:35-7:50</td>
<td>Locker/unpack/Name Activty</td>
</tr>
<tr>
<td>7:50-8:00</td>
<td>Share Time</td>
</tr>
<tr>
<td>8:00-8:15</td>
<td>Calendar</td>
</tr>
<tr>
<td>8:15-8:25</td>
<td>Break/Reinforcement/Xtra Math</td>
</tr>
<tr>
<td>8:25-8:45</td>
<td>Math group</td>
</tr>
<tr>
<td>8:45-9:15</td>
<td>Language Arts Group</td>
</tr>
<tr>
<td>9:14-9:30</td>
<td>Snack (Communication)</td>
</tr>
<tr>
<td>9:30-10:10</td>
<td>Personal Care Goals &amp; functional Goals/ Art Class</td>
</tr>
<tr>
<td>10:15-10:50</td>
<td>Jobs/ Sensory Room</td>
</tr>
<tr>
<td>10:50-11:00</td>
<td>Prepare lunch</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Hygiene &amp; Rec/Leisure</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Groups (Social Skills, Concepts, Reading, Goals)</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Core Vocabulary Group</td>
</tr>
<tr>
<td>1:00-1:40</td>
<td>PE</td>
</tr>
<tr>
<td>1:40-1:45</td>
<td>Break/Reinforcement</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Reading Group/News 2 You</td>
</tr>
<tr>
<td>2:15-2:25</td>
<td>Whole Reading Activity</td>
</tr>
<tr>
<td>2:25-2:30</td>
<td>Pack to go home and Clean-up</td>
</tr>
<tr>
<td>2:30</td>
<td>Walk to dismissal</td>
</tr>
</tbody>
</table>

**Red-** Academic  
**Blue-** Functional  
**Purple-** Both functional and academic
Use in daily academic settings.

Teach students how to respond to vocabulary.

Embed academic vocabulary into daily lessons.

Understanding the assessment vocabulary is key to students being effectively assessed on content.

Share academic vocabulary with teacher assistants for consistent use.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>acute angle</td>
<td>A mathematical term that refers to an angle less than 90°.</td>
<td>![Diagram of an acute angle]</td>
</tr>
<tr>
<td>add</td>
<td>A mathematical term used when two or more objects are combined to make a new total.</td>
<td>![Example of addition]</td>
</tr>
<tr>
<td>adjacent</td>
<td>A mathematical term that means next to each other.</td>
<td>![Diagram of adjacent angles]</td>
</tr>
</tbody>
</table>
# Core Vocabulary

## Language Functions & Early Generative Language Production

<table>
<thead>
<tr>
<th>Top Words Used by Toddlers</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>it</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>all done/finished</td>
<td>mine</td>
<td>that</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>more</td>
<td>the</td>
<td></td>
</tr>
<tr>
<td>help</td>
<td>my</td>
<td>want</td>
<td></td>
</tr>
<tr>
<td>here</td>
<td>no</td>
<td>what</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>off</td>
<td>yes/yeah</td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>on</td>
<td>you</td>
<td></td>
</tr>
<tr>
<td>is</td>
<td>out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These words make up 96.3% of the total utterances by toddlers, ages 24-36 months.


**CLINICAL APPLICATION** by Gail VanTatenhove, Speech-Language Pathologist and AAC Specialist (www.vantatenhove.com)

### First 8 Words:

<table>
<thead>
<tr>
<th>all done</th>
<th>more</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>stop</td>
</tr>
<tr>
<td>want</td>
<td>that</td>
</tr>
<tr>
<td>mine</td>
<td>what</td>
</tr>
</tbody>
</table>

### First 15 Words:

<table>
<thead>
<tr>
<th>all done</th>
<th>I</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>away</td>
<td>it</td>
<td>that</td>
</tr>
<tr>
<td>go</td>
<td>like</td>
<td>want</td>
</tr>
<tr>
<td>help</td>
<td>mine</td>
<td>what</td>
</tr>
<tr>
<td>here</td>
<td>more</td>
<td>you</td>
</tr>
</tbody>
</table>

### First 30 Words:

<table>
<thead>
<tr>
<th>again</th>
<th>get</th>
<th>it</th>
<th>off</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>all done</td>
<td>go</td>
<td>like</td>
<td>on</td>
<td>there</td>
</tr>
<tr>
<td>away</td>
<td>help</td>
<td>little</td>
<td>out</td>
<td>up</td>
</tr>
<tr>
<td>big</td>
<td>here</td>
<td>mine</td>
<td>put</td>
<td>want</td>
</tr>
<tr>
<td>do</td>
<td>I</td>
<td>more</td>
<td>some</td>
<td>what</td>
</tr>
<tr>
<td>down</td>
<td>in</td>
<td>my</td>
<td>stop</td>
<td>you</td>
</tr>
</tbody>
</table>
Core Vocabulary Definition

Core Vocabulary “In A Nutshell”

Core Vocabulary

- Small set of 400-500 words
- Makes up ~80% of what we say
- Includes pronouns, verbs, adjectives, adverbs, question words, demonstratives, prepositions, etc.
- Not very good picture-producers
- Required to communicate effectively

How many combinations can you make with these core words?

- 2 words:
- 3 words:
- 4 words:

- Were you able to grow/build your language skills with these words?
- In what contexts (environments/situations) can these words be used?
- Will these words be useful throughout your lifetime?

http://projectsuccessindiana.com/content/images/CoreVocabularyinaNutshell.pdf
Core Vocabulary

- Core is NOT a curriculum or a set cards, it is a mindset in how to teach communication.
- It is not just what we say but what we write, hear and read throughout our life time.
- Always Honor their communication/communication attempts
Examples of Core Vocabulary

- Go
- Stop
- Help
- Want
- Eat
- Drink
- More
- Finished
- Again
- Play
- Get
- Put
- No
- Like
- Look
- Again
- Read
- Turn
- On
- Off

http://projectsuccessindiana.com/content/images/GailTop300CoreWords.pdf
The Power of Core

- Immediate reaction
- Across environments and activities
- Covers many functions of communication
  - Requesting
  - Choice Making
  - Protesting
  - Greeting
  - Questioning
  - Gain information
  - Commenting
  - Social interactions
  - Direct
  - Cessation
- Can be student-led
Resources for Learning More About Core Vocabulary

- Project SUCCESS Indiana Website [www.projectsuccessindiana.com](http://www.projectsuccessindiana.com)
- LAMP training (Language Acquisition through Motor Planning) via The Center for AAC and Autism [www.aacandautism.com](http://www.aacandautism.com)
- Prentke Romich [www.prentrom.com](http://www.prentrom.com)
How is Core Vocabulary related to Indiana State Academic Standards?

- Increasing communication motivates students to interact with others
- Students use communication instead of behavior to get attention, allowing students to participate in more classroom activities
- Involvement in lessons becomes reciprocal and interactive
- All students have the chance to show progress, regardless of cognitive ability
Project SUCCESS Community

Project SUCCESS
Building local capacity to ensure students with significant cognitive disabilities achieve higher academic outcomes and are ready for post-secondary options.

Meredith Keedy-Merk
Community Facilitator

Community Discussion

WHAT PROFESSIONAL DEVELOPMENT...  Replies: 1
Posted By: Meredith Keedy-Merk  Views: 6
On: May. 25, 2016

Activity

Content Collections

Collaborative Practices that Support Inclusive Education
Things to consider when planning…

- Content Connectors (standards) listed
- IEP Goals-Aligned to Content Connectors when appropriate
- Instructional activities designed around standards and IEP goals (aligned with district maps)
- Less focus on schedule and more focus on instruction
- Supports for specific students including AAC devices and communication needs
- Embedded social activities within academic tasks
- Use of academic vocabulary aligned with Content Connectors and ISTAR
- Instruction focused on Critical and Important Content Connectors
- Academic ‘rich’ resources in the classroom ie anchor charts, posters, number line, and calculator
### Project SUCCESS Webinars

<table>
<thead>
<tr>
<th><strong>WEDNESDAY, AUGUST 10</strong>&lt;br&gt;3:30-4:30PM EST</th>
<th><strong>TUESDAY, SEPTEMBER 6</strong>&lt;br&gt;3:30-4:30PM EST</th>
<th><strong>WEDNESDAY, OCTOBER 5</strong>&lt;br&gt;2:00-3:00PM EST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIGN UP TODAY:</strong></td>
<td><strong>SIGN UP TODAY:</strong></td>
<td><strong>SIGN UP TODAY:</strong></td>
</tr>
</tbody>
</table>

**MONTHLY WEBINAR SERIES**

**A Principal’s Guide to Project SUCCESS**
Webinar will focus on the Alternate Standards (Content Connectors) for the ISTAR Assessment, Teachers Resources, Project SUCCESS Best Practice and Classroom look-fors in Essential Skills classrooms.

**Content Connectors 101**
Webinar will review the Content Connectors, grades 3-10 and introduce the newly developed, K-2 Content Connectors. Learn where to access standards, how to read and understand the skills within the standards and best practice for implementing Content Connectors to guide instruction. Webinar will be tailored for teachers and administrators.

**Para-Educator’s Guide to Project SUCCESS**
Webinar will be tailored for para educators and support staff working with students with significant needs. Para Educators will be introduced to the no-cost Indiana Resource Center- Project SUCCESS, the Content Connectors, academic vocabulary, Project SUCCESS teaching resources and best practice for the classroom.
Next Steps

• Where are you currently?
• Action Plan: List three ‘take aways’ for your individual school or district?
• How will you implement these ideas?
• What support do you/will you need?